

**SKRIPSI**



**THE VOCABULARY MASTERY OF THE FIFTH GRADE  
STUDENTS OF SD N 3 TLOGOWUNGU PATI  
IN ACADEMIC YEAR 2018/2019 TAUGHT BY USING  
REWARD-PUNISHMENT MONOPOLY GAME**

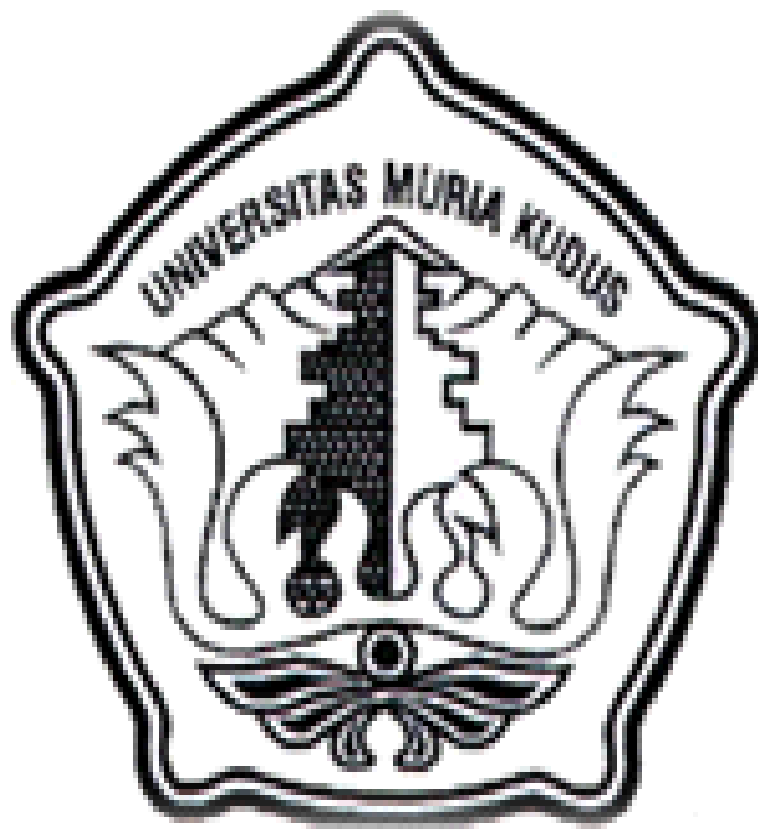
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MURIA KUDUS UNIVERSITY**

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**Presented to the University of Muria Kudus  
In Partial Fulfillment of the Requirement for Completing  
the Sarjana Program in English Education**

**By**

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## MOTTO AND DEDICATION

- An action is the foundation of a success
- Learn from the past, live for today and plan for tomorrow
- Success is not a final and failure is not an initial



This *skripsi* is dedicated to:

- Allah SWT the Almighty
- Her beloved parents, Mr. Subawa and Mrs. Suratni
- Her beloved sister and brother
- Her beloved special someone
- Her beloved friends

### Advisor' Approval

This is to certify that the *Skripsi* of Sefi Widiastuti (NIM 201432070) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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The researcher realizes that she would not be able to finish her skripsi without any guidance, advice, suggestion an encouragement from many people. Through this occasion, the researcher would like to express her gratitude and thanks to:

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The researcher hopes that this Skripsi will be usefull for them who are in the field of education. Aamiin.

Kudus, August 2018

The Writer

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## ABSTRACT

Widiastuti, Sefi. 2017. *The Vocabulary Mastery of the Fifth Grade Students of SD N 3 Tlogowungu Pati in Academic Year 2018/2019 Taught by Using Reward-Punishment Monopoly Game. Skripsi*. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Nuraeningsih, S. Pd. M. Pd., (2) Agung Dwi Nurcahyo, S.S. M. Pd.

**Key words:** *Vocabulary Mastery, Reward-Punishment Monopoly Game, Experimental Research.*

Vocabulary mastery is much needed for young learner. The fifth grade students of SD N 3 Tlogowungu Pati have problem in mastering vocabulary. All of them get difficult to memorize something that is not familiar. The teacher also still focussed on using in teaching on the LKS.

This research aims to find whether there is a significant difference between the vocabulary mastery of the fifth grade students of SD N 3 Tlogowungu Pati in academic year 2018/2019 before and after being taught by using reward-punishment monopoly game.

This is an experimental research with pre-test and post-test design. The population of the study was first until sixth grade students of SD N 3 Tlogowungu Pati in academic year 2018/2019. The number of the population was 150 students. Meanwhile, the sample is the fifth grade students consists of 35 students. The data were taken from written test, after the students were given the pre-test, they were given the treatment for four meeting, and last the students were given post-test. After getting data of pre-test post-test, the researcher analyzes the data using the t-test formula to find out whether or not there is a significant difference between the vocabulary mastery of the fifth grade students of SD N 3 Tlogowungu Pati in academic year 2018/2019 before and after being taught by using reward-punishment monopoly game.

The result of the research shows that the mean score of the vocabulary mastery of the students before being taught by using reward-punishment monopoly game is 68.42 and the mean score of the vocabulary mastery of the students after being taught by using reward-punishment monopoly game 84 and t-obtained is 8.19 in the level of the significance  $\alpha = 0.05$  and degree of freedom  $N-1$ ,  $35-1 = 34$ , the t (table) is 2.042. While, the t (obtained) value is 8.19 falls in critical region. Because t (obtained) falls in the critical region, which states that there is a significant difference between the vocabulary mastery of the fifth grade students of SD N 3 Tlogowungu pati in academic year 2018/2019 before and after being taught by using reward-punishment monopoly game. So, reward-punishment monopoly game was effective for the students in learning vocabulary.

From the facts above, I suggest English teachers can use reward-punishment monopoly game in learning process in the classroom. The English teachers also be more innovative and creative to create new situation to teach the students in the classroom.

## ABSTRAK

Widiastuti, Sefi. 2017. *Penguasaan Kosakata Pada Siswa Kelas Lima Pada SD N 3 Tlogowungu Pati Tahun Akademik 2018/2019 Yang Diajar Menggunakan Permainan Hadiah-Hukuman Monopoly*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (1) Nuraeningsih, S. Pd. M. Pd., (2) Agung Dwi Nurcahyo, S.S. M. Pd.

**Key words:** *Penguasaan Kosakata, Permainan Hadiah-Hukuman Monopoly, Penelitian Ekperimental.*

Penguasaan kosakata adalah yang paling banyak dibutuhkan untuk pelajar muda. Siswa kelas lima SD N 3 Tlogowungu Pati tahun akademik 2018/2019 mempunyai masalah dalam menguasai kosakata.

Penelitian ini bertujuan untuk mengetahui kemungkinan adanya perbedaan antara penguasaan kosakata pada siswa kelas lima SD N 3 Tlogowungu Pati pada tahun akademik 2018/2019 sebelum dan sesudah menggunakan permainan hadiah-hukuman monopoly.

Model penelitian ini adalah penelitian percobaan dengan menggunakan pre-test dan pos-test. Populasi pada penelitian ini adalah siswa kelas satu sampai kelas enam SD N 3 Tlogowungu Pati tahun akademik 2018/2019 yang berjumlah 150 siswa. Sementara itu, sampel dari penelitian ini adalah siswa kelas 5 yang berjumlah 35 siswa. Data diambil dari tes menulis, setelah itu siswa diberi pre-test, mereka diberi treatment selama 4 kali pertemuan, dan terakhir para siswa diberi pos-test. Setelah mendapatkan data pre tes pos tes, peneliti mengolah data menggunakan t-test untuk membuktikan perbedaan atas penguasaan kosakata siswa kelas 5 SD N 3 Tlogowungu Pati tahun akademik 2018/2019 sebelum dan sesudah diajar permainan hadiah-hukuman monopoly.

Hasil perhitungan menunjukkan bahwa nilai rata-rata dari penguasaan kosakata siswa sebelum diajar permainan hadiah-hukuman monopoly adalah 68.42 dan nilai rata-rata penguasaan kosakata setelah diajar permainan hadiah-hukuman monopoly adalah 84, dan t (hasil) adalah 8.19 ditingkat signifikansi  $\alpha = 0.05$  dan derajat bebas  $N-1$ ,  $35-1 = 34$ , dan t tabel adalah 2.042 sedangkan t (hasil) menunjukkan angka 8.19 jatuh di daerah kritis. Sebab t (hasil) jatuh di daerah kritis, sehingga menunjukkan bahwa ada membuktikan perbedaan atas penguasaan siswa kelas lima SD N 3 Tlogowungu Pati tahun akademik 2018/2019 sebelum dan sesudah diajar menggunakan permainan hadiah-hukuman monopoly. Jadi, permainan hadiah-hukuman monopoly efektif untuk siswa dalam mempelajari kosakata. Siswa juga lebih kreatif dan aktif dalam kegiatan belajar mengajar serta meningkatkan motivasi siswa.

Penulis menyarankan bagi guru-guru bahasa Inggris dapat menggunakan permainan hadiah-hukuman monopoly dalam proses mengajar di kelas. Guru-guru bahasa Inggris juga lebih inovatif dan kreatif untuk menciptakan situasi baru dalam mengajar siswa di kelas.

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